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Work-Life Balance of Teachers in Bihar: A Study of College Teachers

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Abstract
Work-life balance (WLB) has emerged as a critical issue, especially in professions like teaching where the demand for both personal and professional time is high. This study explores the work-life balance (WLB) of college teachers in Bihar, focusing on the challenges they face in managing professional responsibilities and personal commitments. Teaching is a demanding profession that requires significant time and emotional investment, and when compounded with personal duties, it can lead to stress and dissatisfaction. This research examines factors such as workload, personal responsibilities, institutional support, and overall satisfaction with work-life balance among teachers in both public and private colleges. A structured questionnaire with 30 questions was distributed to 200 college teachers across Bihar. The questionnaire was divided into four sections: demographic information, professional workload, personal responsibilities, and work-life balance satisfaction. A 5-point Likert scale was used to assess the degree of satisfaction and stress levels associated with WLB. The findings reveal that many teachers experience high levels of stress due to excessive workloads, lack of institutional support, and personal responsibilities. Significant differences were observed between male and female teachers, with female teachers reporting greater challenges in balancing household duties with professional responsibilities. The study highlights the need for better institutional policies, such as flexible working hours and mental health support, to improve teachers' work-life balance. These changes could enhance job satisfaction, reduce stress, and lead to better overall performance in the academic sector.
Keywords: *Work-life balance, College teachers, Bihar, Professional workload, Personal responsibilities, Institutional support, Job satisfaction, Stress management.*

1. Introduction
Work-life balance (WLB) has become an increasingly important area of study in recent years due to the growing demands of professional life, especially in challenging fields like education. Teachers, particularly those in higher education, often face substantial workloads that include not only teaching but also administrative duties, research, and extracurricular activities. These responsibilities, combined with personal commitments, may contribute to stress, burnout, and decreased job satisfaction. In India, where social and cultural expectations further complicate personal and professional roles, teachers are often under immense pressure to manage both worlds teaching effectively. This study focuses on the work-life balance of college teachers in Bihar, a state where the education sector faces several challenges, including infrastructural deficits, high student-teacher ratios, and inadequate institutional support. Bihar's socio-economic structure places additional burdens on individuals, particularly women, who may also bear the brunt of household responsibilities. The research aims to investigate how college teachers in Bihar manage their work-life balance, identify key factors contributing to imbalance, and suggest potential solutions for improvement work-life imbalance can lead to negative consequences.

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2. Literature Review

Work-life balance is a multidimensional construct that involves managing the demands of professional and personal life effectively. According to Greenhaus and Beutell (1985), work-life conflict occurs when the demands of one domain are incompatible with the demands of another. This conflict may manifest in various ways, including time-based conflict, strain-based conflict, and behavior-based conflict. Research shows that work-life imbalance can lead to negative consequences such as reduced job performance, increased absenteeism, and poor mental and physical health (Kossek & Ozeki, 1998). Several studies have identified workload, long working hours, lack of institutional support, and inadequate policies as major contributors to work-life imbalance, particularly in the education sector (Kim, 2014; Allan et al., 2007). Gender differences are also notable, as female teachers often report higher levels of work-life conflict due to traditional caregiving roles (Higgins, Duxbury, & Johnson, 2000). In India, the work-life balance challenges faced by teachers are exacerbated by societal norms and the lack of adequate support systems. Public sector teachers, in particular, may struggle with rigid schedules, while private sector teachers face the pressure of accountability and performance metrics (Singh & Sharma, 2016). This study attempts to bridge the gap by providing empirical evidence on the work-life balance of college teachers in Bihar.

3. Objectives of the Study

- To examine the current work-life balance status of college teachers in Bihar.
- To identify the major factors contributing to work-life imbalance among these teachers.
- To analyze the role of institutional support in managing work-life balance.
- To explore the gender differences in work-life balance challenges.
- To recommend strategies for improving work-life balance among college teachers.

4. Hypotheses

- **H1**: There is a significant negative relationship between workload and work-life balance among college teachers in Bihar.
- **H2**: Female teachers experience greater work-life imbalance compared to male teachers due to additional household responsibilities.
- **H3**: Teachers working in private colleges experience higher levels of stress and work-life imbalance than those in public colleges.
- **H4**: Institutional support, such as flexible work hours and mental health programs, positively impacts the work-life balance of college teachers.

5. Research Methodology

5.1 Research Design

This study employs a descriptive research design to assess the work-life balance of college teachers in Bihar. Both quantitative and qualitative methods were used to gain a comprehensive understanding of the factors influencing work-life balance.

5.2 Sample Selection

A sample of 200 college teachers from both public and private colleges across Bihar was selected using random sampling. The sample included an equal representation of male and female teachers to capture gender-based differences. [1-5]

5.3 Data Collection

Data was collected through a structured questionnaire distributed to the selected teachers. The questionnaire consisted of 30 questions divided into four sections:

- Section A: Demographic information (age, gender, marital status, etc.)
- Section B: Professional workload (hours spent on teaching, grading, and administrative duties)
- Section C: Personal responsibilities (household duties, family commitments)
- Section D: Work-life balance satisfaction (using a 5-point Likert scale)

5.4 Data Analysis

The collected data was analyzed using descriptive statistics, correlation analysis, and regression analysis to test the hypotheses. A Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) was

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used to measure satisfaction with work-life balance. The responses were categorized, and the data was analyzed using SPSS software to identify trends and patterns.

6. Data Analysis and Findings

6.1 Demographic Characteristics of Respondents

The majority of respondents (45%) were in the age group of 31-40 years. Female teachers made up 52% of the sample, while male teachers comprised 48%. A significant portion (60%) of the respondents were married, and 70% had children, further emphasizing the need to balance work and family responsibilities.

6.2 Workload and Professional Responsibilities

Approximately 65% of the respondents reported working more than 40 hours per week, and 70% indicated that they often worked beyond regular hours, including weekends and evenings. Teachers in private colleges reported longer working hours and higher stress levels than their counterparts in public colleges.

6.3 Personal Responsibilities and Work-Life Balance

Female teachers reported spending more time on household duties compared to male teachers, with 75% indicating that they spent more than 3 hours daily on chores and caregiving. As a result, 60% of female respondents felt that their household responsibilities interfered with their professional responsibilities, supporting H2. [6-10]

6.4 Institutional Support

Only 35% of the respondents indicated that their institutions provided any form of work-life balance support, such as flexible working hours or mental health programs. Teachers working in private colleges were less likely to report receiving institutional support, which corroborates H3. Respondents who received institutional support were more likely to report a higher level of work-life satisfaction, supporting H4.

6.5 Work-Life Balance Satisfaction

Overall, 60% of the respondents expressed dissatisfaction with their current work-life balance. Female teachers were more likely to report dissatisfaction than male teachers, largely due to the additional burden of household responsibilities. Furthermore, teachers in private colleges expressed greater dissatisfaction than those in public colleges due to the more demanding workloads and higher performance expectations.

7. Discussion

The findings suggest that college teachers in Bihar face significant challenges in achieving a satisfactory work-life balance. Workload, especially in private colleges, is a major factor contributing to stress and imbalance, supporting H1. Gender differences in work-life balance are also evident, with female teachers experiencing greater difficulty in managing both personal and professional responsibilities, confirming H2. Institutional support plays a crucial role in enhancing work-life balance. Teachers who received support, such as flexible working hours or mental health programs, reported higher levels of satisfaction, validating H4. However, such support was found to be lacking in most institutions, particularly private colleges, which further exacerbates the work-life imbalance for these teachers.

8. Hypothesis Testing and Results

To test the hypotheses outlined in this study, a variety of statistical methods were employed. The goal was to analyze the relationship between professional workload, personal responsibilities, gender, institutional support, and work-life balance among college teachers in Bihar. The results of the hypothesis testing are presented below.

8.1 Method of Hypothesis Testing

8.1.1 Data Collection

As noted earlier, data were collected from 200 college teachers in Bihar using a structured questionnaire. The questions captured responses on a 5-point Likert scale and covered areas such as professional workload, personal responsibilities, institutional support, and work-life balance satisfaction.

8.1.2 Statistical Analysis

The data were analyzed using Statistical Package for

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the Social Sciences (SPSS) software. The following methods were employed:

- Descriptive Statistics: To summarize the demographic characteristics of the sample, including gender, age, experience, and other variables related to workload and personal responsibilities.
- Pearson Correlation Analysis: To examine the relationships between professional workload, personal responsibilities, institutional support, and work-life balance satisfaction.
- T-tests: To determine if there were significant gender differences in work-life balance challenges. [11-15]
- Regression Analysis: To assess the impact of workload and institutional support on work-life balance, and to test for the effect of institutional support on the work-life balance of teachers.

8.2 Results of Hypothesis Testing

Hypothesis 1 (H1): There is a significant negative relationship between workload and work-life balance among college teachers in Bihar.

Result: Supported The results from the Pearson correlation analysis revealed a strong negative correlation between workload and work-life balance ($r = -0.62$, $p < 0.01$). This indicates that as the professional workload of teachers' increases, their work-life balance tends to deteriorate. Teachers who reported higher teaching hours, administrative tasks, and extra responsibilities (e.g., research and extracurricular activities) also reported lower levels of satisfaction with their work-life balance. These findings are consistent with existing literature that suggests workload is a key predictor of work-life conflict (Greenhaus & Beutell, 1985).

Hypothesis 2 (H2): Female teachers experience greater work-life imbalance compared to male teachers due to additional household responsibilities.

Result: Supported A t-test was conducted to compare the work-life balance scores of male and female teachers. The results indicated that female teachers (mean score = 2.75) reported significantly lower work-life balance satisfaction than male teachers (mean score = 3.42), with a t-value of 5.11 ($p < 0.01$). Female teachers also reported spending more time on household chores and caregiving, which contributed to a higher level of conflict between personal and professional roles. This finding aligns with existing research on gender differences in work-life balance, particularly in contexts where women are expected to fulfill traditional caregiving roles (Higgins, Duxbury, & Johnson, 2000).

Hypothesis 3 (H3): Teachers working in private colleges experience higher levels of stress and work-life imbalance than those in public colleges.

Result: Supported Regression analysis was used to assess the relationship between the type of institution (public vs. private) and work-life balance. The results indicated that teachers in private colleges experienced higher levels of work-life imbalance ($\beta = -0.48$, $p < 0.05$) compared to their counterparts in public institutions. Teachers in private institutions reported longer working hours, higher administrative burdens, and a greater lack of institutional support, contributing to their dissatisfaction. This supports the hypothesis that private college teachers face higher work-life balance challenges due to stricter performance metrics and accountability (Singh & Sharma, 2016).

Hypothesis 4 (H4): Institutional support, such as flexible work hours and mental health programs, positively impacts the work-life balance of college teachers.

Result: Supported The results from the regression analysis showed that institutional support ($\beta = 0.57$, $p < 0.01$) has a significant positive effect on work-life balance. Teachers who reported receiving institutional support, such as flexible working hours, mental health programs, or assistance with managing workloads, also reported higher levels of satisfaction with their work-life balance. Only 35% of the respondents indicated receiving such support, which suggests a need for increased institutional engagement in promoting work-life balance. This confirms previous research by Kossek and Ozeki (1998), who found that institutional support can mitigate work-life conflict and improve job satisfaction. Table 1 shows Hypothesis and Conclusion analyze the relationship between professional workload, personal .

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Table 1 Hypothesis and Conclusion

Hypothesis	Result	Conclusion
H1: There is a significant negative relationship between workload and work-life balance.	Supported	Increased workload is negatively correlated with work-life balance among teachers.
H2: Female teachers experience greater work-life imbalance due to additional household responsibilities.	Supported	Female teachers report lower work-life balance due to greater household and caregiving duties.
H3: Teachers in private colleges experience higher levels of stress and work-life imbalance than those in public colleges.	Supported	Private college teachers face more work-life imbalance due to stricter accountability measures.
H4: Institutional support positively impacts the work-life balance of college teachers.	Supported	Institutional support improves work-life balance satisfaction for teachers.

9. Recommendations

- Institutional Policies: Colleges should implement policies that promote work-life balance, such as flexible work hours, remote working options, and mental health programs.
- Family Support Systems: Teachers, particularly female teachers, would benefit from increased family support or institutional childcare facilities.
- Training and Workshops: Regular workshops focusing on time management, stress relief, and work-life balance strategies should be organized by educational institutions.
- Reduction of Workload: Colleges should work towards reducing the workload of teachers, particularly those in private institutions, to prevent burnout and improve performance.

Conclusion

The results of this study confirm that professional workload, gender, institutional support, and the type of institution (public vs. private) play significant roles in determining the work-life balance of college teachers in Bihar. Teachers, particularly in private institutions, face substantial workloads that negatively impact their ability to maintain a healthy work-life balance. Female teachers bear the added burden of household responsibilities, making it even more challenging to achieve balance. Institutional support, such as flexible working hours and mental health programs, has a positive influence on work-life balance, suggesting that institutions need to do more to support their staff in this area. This study offers a comprehensive analysis of work-life balance among college teachers and provides valuable insights for educational policymakers and institutional administrators. Recommendations include reducing teacher workloads, increasing institutional support, and addressing gender-specific challenges through more supportive policies.

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